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ABSTRACT

A survey of 28 school districts attempted to estimate costs of adopting reforms recommended in the final report of the National Commission on Excellence in Education. Specifically examined were only those recommendations most readily quantifiable by cost. These included the suggestions that (1) salaries for the teaching profession should be increased and should be professionally competitive and market sensitive, and (2) significantly more time should be devoted to learning. The Commission's report asserted that achieving these goals will require more effective use of the existing school day, a longer school day, or a lengthened school year; 7-hour school days and a 200- to 220-day school year were recommended for consideration by school districts and state legislatures. Findings, among others, indicated that implementing market-sensitive salaries and longer sessions could increase school districts' budgets an average of 27 percent. A wide disparity in the financial capability of school districts to implement reform was also found. It was concluded that the cost of reform is substantial but not unattainable. (RH)

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THE COST OF REFORM:
FISCAL IMPLICATIONS OF
"A NATION AT RISK"

November 1983

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THE COST OF REFORM:
FISCAL IMPLICATIONS OF
"A NATION AT RISK"

I. INTRODUCTION

Sparked by U.S. Secretary of Education Terrell H. Bell's concern about "the wide-spread public perception that something is seriously remiss in our educational system," the quality of America's public education system has once again become a leading national issue. The Secretary acted on his concern by establishing the National Commission on Excellence in Education which recently issued its final report, "A Nation At Risk". President Reagan endorsed the report and brought widespread attention to its conclusions.

AASA commends the federal government's efforts to revitalize America's concern for education. "A Nation At Risk" has focused concern on a wide spectrum of problems confronting American education and has put forth important recommendations for educational reform. However, as an association of school administrators, AASA feels it is also necessary to examine the costs of adopting the recommended reforms. The following report of a survey of 28 school districts attempts to estimate the costs of such reforms.

Although the National Commission on Excellence in Education's report made numerous recommendations for the improvement of education, AASA has chosen to examine only the recommendations that are most readily quantifiable in cost terms. Specifically, these recommendations are: (1) "Salaries for the teaching profession should be increased and should be professionally competitive (and) market-sensitive... ." and (2) "That significantly more time be devoted to learning... . This will require more effective use of the existing school day, a longer school day or a lengthened school year. School districts and state legislatures should strongly consider 7-hour school days, as well as a 200-to-220 day school year."

II. SUMMARY OF MAJOR FINDINGS: THE COST OF REFORM

The costs of achieving excellence in education are substantial but manageable given strong public support for reforms and equitable means for financing them. More specific findings include:

1. AASA's survey of 28 school districts from all across the United States indicated that implementing the major recommendations of "A Nation at Risk" (market-sensitive salaries and longer sessions) could increase their budgets an average of 27%.
2. There is a wide disparity in the financial capability of school districts to implement reform. For one district the cost would represent only a 9.7% budget increase while, at the other extreme, another district would have to increase its budget by 60.4%.

3. The wide diversity in the percentage of the increased costs among these districts indicates that some districts will find it much easier to implement such reforms than others. Therefore, an important policy question for school reform will be how to insure that the costs of reform are affordable for all types of school districts.
4. The cost of raising the starting teacher salaries to a market-sensitive point (\$18,720) would result in an average increase of 12.4% in the budgets of the 28 districts.
5. The cost of a 7-hour day, 200 day school year with teachers paid at the new salary schedule would increase the budgets of responding school districts an additional 14.3%.
6. Making the current starting salaries for teachers of the 28 school districts market-sensitive would require an average increase of 35% from the average starting salary of \$13,853 to the market-sensitive level of \$18,720.
7. The impact on salary schedules of raising starting salaries for teachers varies greatly. The percentage increases for starting salaries varies from a low of 16.5% to a high of 58.3% among the 28 districts.
8. Current average salaries of teachers in the 28 districts would increase on the average 33% from \$20,813 to \$27,617 when market-sensitive starting salaries are incorporated into the salary schedules.
9. The percentage increases in average salaries also varies widely among the 28 districts, ranging from a low of 14.2% to a high of 58.5% when salary schedules are made market-sensitive.
10. The 28 districts would need an estimated \$591 million more than their current total budgets of \$2,194 million to carry out these reforms.

III. THE SURVEY

AASA's Office of Government Relations worked with 28 school districts across the country in an effort to estimate the costs of implementing these recommendations. A disparate aggregation of school districts participated in this study, including small and large districts and urban, rural, and suburban districts from every section of the country. Although the 28 school districts vary widely in size, and are from different sections of the nation, these data are not representative of the nation. The small size of the sample and the methods of selection dictate that the findings describe only the school districts surveyed. Each school district responded to the following eight questions:

1. What is the current cost of the district's teacher payroll?
2. What would be the cost to raise starting teachers' salaries to \$18,720 per year?

3. Given a new starting salary of \$18,720, what would your district's new average salary be?
4. Compute the cost of having a 7-hour instructional school day, and a 200-day school year, using the new salary schedule.
5. Compute the difference between your district's current total budget and a 7-hour school day, 200-day school year.
6. How many classroom teachers are currently employed in your school district?
7. What is your district's current starting salary?
8. What is your district's current average salary?

The National Commission on Excellence in Education recommended that teachers' salaries be professionally competitive and market-sensitive. To define a market-sensitive salary for teachers, AASA consulted a 1983 United States Department of Labor, Bureau of Labor Statistics (BLS) survey of average monthly salaries for selected administrative, technical, and clerical white-collar occupations in medium and large size establishments. The lowest average entry level salary for professionals with bachelors degrees was \$1,560 per month, or \$18,720 per year, for auditors.

Each participating school district was asked to calculate a new average teacher's salary schedule using a base salary of \$18,720 (see Table 3). Based on the new starting salary (\$18,720) districts then computed the total cost of the salary increase (Table 4). These figures represent an increase in classroom teachers' salaries only, not administrators'.

Schools were then asked to estimate the costs for a 7-hour instructional school day and a 200-day school year (Table 4). Almost all of the 28 districts surveyed expressed their concern that these calculations would be conservative. For example, many districts noted that transportation costs, additional building maintenance, supplies, social security, fringe benefits, teachers retirement, workman's compensation insurance, and other supporting salaries could not be properly estimated. Therefore, the cost estimates found in Table 4 represent very conservative estimates. The actual costs of a 7 hour school day or a 200 day school year may be substantially higher upon implementation.

IV. SURVEY RESULTS

The Education Research Service, ERS, which does an annual survey of salaries in education found that the average starting salary for teachers in the 1982-83 school year was \$13,366 and the average salary for teachers in that same year was \$20,809. According to an annual school budget survey by ERS, teacher salaries are the largest single budget item for school districts. In 1982-83, ERS found that 77.79 percent of the total budget is tied up in salaries and benefits. This leaves only 22.2 percent for all other costs, such as, heating and cooling, maintenance and operations, textbooks and instructional materials, capital improvements, pupil transportation, student activities and school board activities.

Because nearly 80 percent of a school district's budget goes for salaries and benefits, increases in any other cost area force difficult choices between cutting salaries (and therefore hurting instruction) or cutting other services such as pupil transportation or maintenance and operations. No matter how much the other budget categories are cut, there simply is not enough money in the rest of a school's budget to provide large salary increases and still operate and maintain the schools. Substantial salary increases require new revenue, which raises two questions. First, how much new revenue is needed? Second, where will the new revenue come from?

Estimates of new revenue requirements must begin with the current budgets and costs of schools. Table 1 below, which lists the average starting salary for schools in the AASA sample as \$13,853, shows that the schools in this sample have a slightly higher average starting salary than the average starting salary found by ERS (\$13,366). The school districts in the AASA sample give a vivid example of the range of starting salaries currently found among school districts.

Table 1 also shows there is not a strong relationship between starting salaries and average salaries. Average salaries are primarily influenced by three factors: 1) the number of years of experience of the faculty, 2) the educational level of the faculty, and 3) the size of salary increments given for each year of teaching experience and level of post-baccalaureate educational achievement of teachers. For example, a school district with a high starting salary may be staffed primarily by teachers with little experience and little post-baccalaureate education and may therefore have a low average salary. On the other hand, a school district with a veteran faculty, where most teachers have advanced degrees, may have a low starting salary and a high average salary. Further complicating the salary picture is the fact that the general experience and education level of teachers will often shape salary negotiations. Thus, in districts with largely veteran faculty, salary negotiations may focus on increasing pay increments for experienced teachers rather than increasing starting salaries. Thus, starting salaries and average salaries may only be marginally related.

Table 2 shows the impact of increasing the starting pay in the responding school districts to the market-sensitive figure of \$18,720. The starting salaries in the responding school districts would rise by an average of \$4,857 or 35.1 percent if salaries were made market-sensitive. However, as Table 2 shows, the starting salary in the West Point, Mississippi schools would have to increase by 58.3 percent. In contrast, the starting pay in Roseville, Minnesota would only rise by \$2,650 or 16.5 percent. Thus, a nationally derived salary as a reference for market sensitivity has a very different impact on the current starting salary in the responding schools. This may be just as true within a state, where starting salaries vary between school districts.

The differential impact of a market-sensitive starting salary on the average salaries in the responding school districts is shown in Table 3. Because of the educational and experience characteristics of each school district's

faculty and the peculiarities of each salary schedule, the impact of a nationally established market-sensitive salary on average salaries varies as widely as the impact of the market-sensitive salary on starting salaries. For example, the Greenville County, South Carolina teacher's average salary would increase by 46.7 percent if the starting pay were increased to \$18,720, but the average salary in Montgomery County, Maryland would increase only 14.2 percent.

Table 4 examines the combined cost of making salaries market-sensitive and adding time to the school day and school year. As Table 4 shows, a seven hour day, and 200 day school year would cost the responding schools, by their estimates, a total of \$314.2 million. Making the average starting salary market-sensitive would cost the responding school districts a total of \$273.9 million. The combined bill for extending the school day and school year and making starting salaries market sensitive would cost the 28 responding school districts over half a billion dollars (\$591,453,449) over their current budgets which would be an average increase of almost 27 percent. The cost of reform in absolute dollars or as a percentage of current budgets (see Table 4) varies widely among the school districts in the sample. The wide diversity in cost raises a question about how widespread reform can be and what type of districts are most likely to be able to afford reform.

How well these figures translate to the entire nation cannot be judged from the AASA sample because the sample is small and not representative.

V. CONCLUSIONS

In the past two years, Americans have witnessed the resurgence of education as a prominent issue. The people of the United States have voiced their concerns for the education foundation that has contributed so much to the nation's prosperity. As an open letter to the people, "A Nation at Risk" recognized all America's concern for education and established a momentum to re-evaluate and restructure our nation's education system. Most of all, "A Nation at Risk" has helped to put education on the national agenda.

AASA's intentions in this report were not to condemn or support the recommendations of "A Nation at Risk". Rather, the purpose was to examine the cost implications of some of the recommendations of the report. The report gives a general notion of the magnitude of the costs of the recommendations in "A Nation at Risk". The findings point out the need for substantial, but attainable, increases in education funding. "A Nation at Risk" identified many of the problems in education and established new ideas and paths to follow. A critical question still remains. Where do the additional funds for education come from? Certainly if the findings regarding average salary costs are anywhere near representative, education reform will have to move beyond political rhetoric to serious financial commitment at the local, state and federal levels.

AASA supports the proposition that education is an investment for a better America. The benefits of education, while evident today, will continue to benefit us for a brighter tomorrow socially and economically. The cost of

	COST OF INCREASING STARTING TEACHERS SALARIES TO \$18,720	COST OF 7 HOUR INSTRUCTIONAL SCHOOL DAY +200 DAY SCHOOL YEAR	CURRENT BUDGET	COMBINED COST OF PROPOSED REFORMS	PROJECTED BUDGET WITH EDUCATION REFORM	PERCENTAGE INCREASES
Klamath Falls, Oregon	\$ 1,747,639	\$ 891,543	\$ 11,327,833	\$ 2,639,182	\$ 13,967,015	23.30%
Jefferson City Public Schools, Missouri	\$ 1,394,606	\$ 1,210,950	\$ 15,861,167	\$ 2,605,564	\$ 18,466,731	16.42%
St. Paul Public City Schools St. Paul, Minnesota	\$ 1,200,000	\$17,700,000	\$ 138,000,000	\$ 18,900,000	\$ 156,900,000	13.69%
Second Supervisory District Monroe-Orleans Counties Spencerport, New York	\$ 608,408	\$ 792,512	\$ 9,702,749	\$ 1,400,920	\$ 11,103,669	14.44%
Caswell County Schools Yanceyville, NC	\$ 434,070	\$ 413,662	\$ 8,700,000	\$ 847,732	\$ 9,547,732	9.74%
West Point, Municipal Separate School District West Point, MS	\$ 1,774,291	\$ 1,969,528	\$ 6,191,000	\$ 3,743,777	\$ 9,934,777	60.47%
TOTALS	\$273,907,291	\$314,288,935	\$2,194,050,705	\$591,453,449	\$2,785,504,154	26.96%

education is the whole Nation's responsibility and is limited by the priority the nation chooses to put on education in comparison with other areas of national interest. The need for new funds seems substantial; but, in the context of investing in the future, a 27 percent increase in education funding is not an impossible goal. Perhaps the calls to reform our public schools can serve as the catalysts for discussion of how to fund reforms. This may well require reexamination of school finance as well as of curriculum and instruction issues.

The responses of the 28 participating school districts do point out that reforms will cost some school districts a great deal more than other school districts. The willingness and capacity of taxpayers to fund their local schools varies widely as does the willingness and capacity of state legislatures. As the nation moves toward reform of education there should be a careful study of how schools are financed and of how funding effort and capacity may affect a public school district's ability to deliver quality educational services.

The findings of the AASA survey show that the cost of reform is substantial but not impossible to meet. If the public opinion polls are accurate and the American taxpayer is willing to adequately fund schools if reforms are made, then reform on the scale which "A Nation at Risk" recommends will be possible.

TABLE 1

Current Starting and Current Average
Salaries of Reporting School Districts

<u>School</u>	<u>Starting Salary</u>	<u>Average Salary</u>	<u>Rank Order of Average Salaries</u>
Roseville, MN	\$16,069	\$26,724	2
Irving, TX	\$15,157	\$20,057	14
Pueblo, CO	\$15,074	\$25,361	4
Mobile Co., AL	\$14,988	\$16,800	27
Montgomery Co, MD	\$14,820	\$29,413	1
Blue Springs, MO	\$14,600	\$19,993	15
Jefferson Parish, LA	\$14,500	\$19,325	17
St. Paul, MN	\$14,400	\$24,238	6
Klamath Falls, OR	\$14,293	\$18,813	20
Winston Salem, NC	\$14,090	\$18,700	21
Santa Ana, CA	\$14,024	\$24,046	7
Ft. Dodge, IA	\$14,000	\$20,405	13
Monroe-Orleans, NY	\$14,000	\$22,231	8
Baltimore Co., MD	\$13,700	\$25,700	3
Jefferson City, MO	\$13,700	\$19,120	18
Caswell Co, NC	\$13,669	\$17,135	25
Rocky Mount, NC	\$13,660	\$17,100	26
Austin, TX	\$13,600	\$18,326	22
Spartanburg, SC	\$13,492	\$19,004	19
Peoria, IL	\$13,450	\$21,393	11
State College, PA	\$13,227	\$21,800	10
Washoe Co., NV	\$13,200	\$21,988	9
Sioux Falls, SD	\$13,100	\$19,901	16
Lakewood, OH	\$13,080	\$24,378	5
Pinellas Co., FL	\$13,000	\$18,116	23
Greenville Co., SC	\$12,758	\$17,801	24
Elkhart, IN	\$12,415	\$21,155	12
West Point, MS	\$11,825	\$13,750	28
 AVERAGES	 \$13,853	 \$20,813	

TABLE 2

Differences Between Market-Sensitive
Starting Salaries and Current Starting Salaries
for Responding School Districts

<u>School</u>	<u>Current Starting Salary</u>	<u>Market Sensitive Starting Salary</u>	<u>Difference</u>	
			<u>\$</u>	<u>%</u>
Roseville, MN	\$16,069	\$18,720	2,651	16.5
Irving, TX	\$15,157	\$18,720	3,563	23.5
Pueblo, CO	\$15,074	\$18,720	3,646	24.2
Mobile Co., AL	\$14,988	\$18,720	3,732	24.9
Montgomery Co, MD	\$14,820	\$18,720	3,900	26.3
Blue Springs, MO	\$14,600	\$18,720	4,120	28.2
Jefferson Parish, LA	\$14,500	\$18,720	4,220	29.1
St. Paul, MN	\$14,400	\$18,720	4,320	30.0
Klamath Falls, OR	\$14,293	\$18,720	4,427	30.9
Winston Salem, NC	\$14,090	\$18,720	4,630	32.9
Santa Ana, CA	\$14,024	\$18,720	4,696	33.5
Ft. Dodge, IA	\$14,000	\$18,720	4,720	33.7
Monroe-Orleans, NY	\$14,000	\$18,720	4,720	33.7
Baltimore Co., MD	\$13,700	\$18,720	5,020	36.6
Jefferson City, MO	\$13,700	\$18,720	5,020	36.6
Caswell Co, NC	\$13,669	\$18,720	5,051	36.9
Rocky Mount, NC	\$13,660	\$18,720	5,060	37.0
Austin, TX	\$13,600	\$18,720	5,120	37.6
Spartanburg, SC	\$13,492	\$18,720	5,228	38.7
Peoria, IL	\$13,450	\$18,720	5,270	39.2
State College, PA	\$13,227	\$18,720	5,493	41.5
Washoe Co., NV	\$13,200	\$18,720	5,520	41.8
Sioux Falls, SD	\$13,100	\$18,720	5,620	42.9
Lakewood, OH	\$13,080	\$18,720	5,640	43.1
Pineillas Co., FL	\$13,000	\$18,720	5,720	44.0
Greenville Co., SC	\$12,758	\$18,720	5,962	46.7
Elkhart, IN	\$12,415	\$18,720	6,305	50.8
West Point, MS	\$11,825	\$18,720	6,895	58.3
AVERAGES	\$13,853	\$18,720	\$4,867	35.1

TABLE 3

Differences Between the Current Average Salaries
in Responding School Districts and Average Salaries Given
A Market-Sensitive Starting Salary

<u>School</u>	<u>Current Average Salary</u>	<u>Market Sensitive Average Salary</u>	<u>Difference</u>	
			<u>\$</u>	<u>%</u>
Montgomery Co, MD	\$29,413	\$33,590	4,177	14.2
Roseville, MN	\$26,724	\$31,629	4,905	18.4
Baltimore Co., MD	\$25,700	\$30,730	5,030	19.6
Pueblo, CO	\$25,361	\$29,009	3,648	14.3
Lakewood, OH	\$24,378	\$33,025	8,787	36.1
St. Paul, MN	\$24,238	\$24,770	4,120	28.2
Santa Ana, CA	\$24,046	\$32,098	8,052	33.5
Monroe-Orleans, NY	\$22,231	\$26,951	4,720	21.2
Washoe Co., NV	\$21,988	\$31,179	9,191	41.8
State College, PA	\$21,800	\$30,847	9,047	41.5
Peoria, IL	\$21,393	\$26,315	4,922	23.1
Elkhart, IN	\$21,155	\$31,896	10,741	50.8
Ft. Dodge, IA	\$20,405	\$27,285	6,880	33.7
Irving, TX	\$20,057	\$24,103	4,046	20.2
Blue Springs, MO	\$19,993	\$24,113	4,120	20.6
Sioux Falls, SD	\$19,901	\$28,440	8,539	42.9
Jefferson Parish, LA	\$19,325	\$23,547	4,222	21.8
Jefferson City, MO	\$19,120	\$22,294	3,174	16.6
Spartanburg, SC	\$19,004	\$24,232	5,228	27.5
Klamath Falls, OR	\$18,813	\$24,822	6,009	31.9
Winston Salmen, NC	\$18,700	\$24,080	5,380	28.8
Austin, TX	\$18,326	\$26,400	8,074	44.1
Pinellas Co., FL	\$18,116	\$23,836	5,720	31.6
Greenville Co., SC	\$17,801	\$26,119	8,318	46.7
Caswell Co, NC	\$17,135	\$19,665	2,530	14.8
Rocky Mount, NC	\$17,100	\$23,430	6,330	37.1
Mobile Co., AL	\$16,800	\$21,255	4,455	26.5
West Pcnt, MS	\$13,730	\$21,766	8,036	58.5
AVERAGES	\$20,813	\$27,617	6,804	32.7

TABLE 4

	COST OF INCREASING STARTING TEACHERS SALARIES TO \$18,720	COST OF 7 HOUR INSTRUCTIONAL SCHOOL DAY +200 DAY SCHOOL YEAR	CURRENT BUDGET	COMBINED COST OF PROPOSED REFORMS	PROJECTED BUDGET WITH EDUCATION REFORM	PERCENTAGE INCREASES
Pinellas County Schools Clearwater, Florida	\$37,079,189	\$38,294,048	\$ 215,491,185	\$75,373,237	\$290,864,422	34.98%
Austin Independent School District	\$31,900,000	\$15,800,000	\$ 151,453,659	\$47,700,000	\$199,153,659	31.49%
Baltimore County Schools Baltimore, Maryland	\$31,600,900	\$47,173,580	\$ 272,852,861	\$78,774,480	\$351,627,341	28.87%
Montgomery County Public Schools, Rockville, MD	\$22,512,000	\$24,814,000	\$ 369,956,829	\$47,326,000	\$417,282,829	12.79%
Greenville County School Greenville, SC	\$21,375,025	\$16,214,552	\$ 84,081,774	\$37,589,577	\$121,671,351	44.71%
Washoe County School District, Reno, Nevada	\$15,626,930	\$13,579,369	\$ 78,283,990	\$29,206,299	\$107,490,280	37.3%
Jefferson Parish Public School System, Gretna, LA	\$14,270,360	\$21,892,880	\$ 145,782,340	\$36,163,240	\$181,945,580	24.81%
Mobile County School District Mobile, Alabama	\$13,940,000	\$ 9,690,000	\$ 146,394,000	\$23,630,000	\$170,024,000	16.14%
Santa Ana Unified School District, Santa Ana, CA	\$12,713,797	\$16,614,208	\$ 84,185,237	\$29,328,005	\$113,513,242	34.83%
Winston Salem/Forsythe County, NC	\$12,659,240	\$16,443,440	\$ 88,441,805	\$29,102,680	\$117,544,485	32.91%
Peoria Public Schools Peoria, Illinois	\$ 8,227,110	\$16,969,584	\$ 57,721,322	\$25,196,694	\$ 82,918,016	43.65%

	COST OF INCREASING STARTING TEACHERS SALARIES TO \$18,720	COST OF 7 HOUR INSTRUCTIONAL SCHOOL DAY +200 DAY SCHOOL YEAR	CURRENT BUDGET	COMBINED COST OF PROPOSED REFORMS	PROJECTED BUDGET WITH EDUCATION REFORM	PERCENTAGE INCREASES
Sioux Falls School District 9-5, Sioux Falls, SD	\$7,582,489	\$5,828,825	\$ 34,619,207	\$13,411,314	\$ 48,030,521	38.74%
Wakewood Schools Wakewood, Ohio	\$7,094,000	\$1,470,000	\$ 41,912,540	\$ 8,564,000	\$ 50,476,540	20.43%
Wickliffe Community Schools Wickliffe, Indiana	\$6,186,730	\$3,019,005	\$ 25,260,902	\$ 9,205,735	\$ 34,466,637	36.44%
Spartanburg County District No. 7 Spartanburg, SC	\$4,763,884	\$4,260,429	\$ 19,632,186	\$ 9,024,313	\$ 28,656,499	45.97%
Wesley Public Schools Wesley, Texas	\$3,937,115	\$3,901,375	\$ 50,088,157	\$ 7,838,490	\$ 57,926,647	15.65%
State College Area Schools State College, PA	\$3,718,900	\$3,219,000	\$ 17,272,910	\$ 6,937,900	\$ 24,210,810	40.17%
Pueblo School District No. 60, Pueblo, CO	\$3,660,584	\$6,528,008	\$ 54,013,842	\$10,188,592	\$ 64,202,434	15.65%
Port Dodge Community School District, Iowa	\$2,531,026	\$2,710,972	\$ 13,498,001	\$ 5,241,998	\$ 18,739,999	38.84%
Rocky Mount City Schools North Carolina	\$2,151,499	\$3,103,619	\$ 10,772,432	\$ 5,255,118	\$ 16,027,550	48.78%
Roseville Schools No. 623 Roseville, MN	\$2,140,581	\$2,874,551	\$ 25,000,000	\$ 5,015,132	\$ 30,015,132	20.06%
Blue Springs R-IV School District, Blue Springs, MO	\$1,886,960	\$1,300,000	\$ 20,000,000	\$ 3,186,960	\$ 23,186,960	15.93%

	COST OF INCREASING STARTING TEACHERS SALARIES TO \$18,720	COST OF 7 HOUR INSTRUCTIONAL SCHOOL DAY +200 DAY SCHOOL YEAR	CURRENT BUDGET	COMBINED COST OF PROPOSED REFORMS	PROJECTED BUDGET WITH EDUCATION REFORM	PERCENTAGE INCREASES
Klamath Falls, Oregon	\$ 1,747,639	\$ 891,543	\$ 11,327,833	\$ 2,639,182	\$ 13,967,015	23.30%
Jefferson City Public Schools, Missouri	\$ 1,394,606	\$ 1,210,958	\$ 15,861,167	\$ 2,605,564	\$ 18,466,731	16.42%
St. Paul Public City Schools St. Paul, Minnesota	\$ 1,200,000	\$17,700,000	\$ 138,000,000	\$ 18,900,000	\$ 156,900,000	13.69%
Second Supervisory District Monroe-Orleans Counties Spencerport, New York	\$ 608,408	\$ 792,512	\$ 9,702,749	\$ 1,400,920	\$ 11,103,669	14.44%
Caswell County Schools Yanceyville, NC	\$ 434,070	\$ 413,662	\$ 8,700,000	\$ 847,732	\$ 9,547,732	9.74%
West Point, Municipal Separate School District West Point, MS	\$ 1,774,291	\$ 1,969,528	\$ 6,191,000	\$ 3,743,777	\$ 9,934,777	60.47%
TOTALS	\$273,907,291	\$297,118,720	\$2,194,050,705	\$575,844,162	\$2,759,894,867	26.25%